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AUTHOR Webber, Robert
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ABSTRACT

Approximately 105 references are cited in this annotated bibliography on improving college instruction. Books, reports, and journal articles are included, and most have been published since 1971. Topics covered include: group teaching, teaching styles, learning contracts, faculty development, student-teacher relationships, theories of instruction, instructional technology, teacher evaluation, accountability, curriculum evaluation, teacher role, motivation, innovation, faculty renewal, individualized instruction, teacher characteristics, graduate and professional education, testing, and grading. (LBH)

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# IMPROVING COLLEGE TEACHING:
## An Annotated Bibliography

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# IMPROVING COLLEGE TEACHING:
## An Annotated Bibliography

Prepared by Robert Webber
and the Staff of the *Change* Magazine
Undergraduate Teaching Project, August 1976

**Made possible under a grant from the Fund for the Improvement of Postsecondary Education.**

Abercrombie, M.L.J. *Aims and Techniques of Group Teaching*. 2d ed. London: Society for Research into Higher Education, 1971.
Compares the lecture, the tutorial, and the group. Discusses how the group system "emancipates" the student from the authority-dependency relationship, deliberately pushing the teacher away from the central role.

Alberta Commission on Educational Planning. *A Choice of Futures: Report of the Commission*. Edmonton: Queen's Printer, 1972.
Charges that "university teaching methods, particularly in undergraduate studies, are disagreeably uniform and tedious," and poses alternatives, some of which point to the need for external controls over teaching. See particularly the sections "Teaching Strategies in Higher Education" and "Professional Teachers." Parochial interests mingled with universal concerns.

Alexander, Lawrence T., and Yelon, Stephen L., eds. *Instructional Development Agencies in Higher Education*. East Lansing: Michigan State University, Educational Development Program, 1972.
A historical report of 26 agencies established in the sixties and beyond to assist universities in initiating programs for improving teaching. Highest priorities were given to consultation services, short courses, and workshops for departments; minimal attention was paid to instructional and curricular development and to undergraduate and graduate teaching. The early seventies sparked a notable rise in "instructional development units."

American Academy of Arts and Sciences. *Assembly on University Goals and Governance: A First Report*. Cambridge, MA: The Assembly, 1971.
One thesis of the report deals with student participation and faculty appraisals. The other has to do with the issues of teaching and research.

"American Higher Education: Toward an Uncertain Future." (Volumes I and II). *Daedalus*, Fall 1974 and Winter 1975.
Note the essays on disciplinary fields and curricular programs.

Ashby, Eric. *Adapting Universities to a Technological Society*. San Francisco: Jossey-Bass, 1974.
Discusses the prime responsibilities of teachers in terms of the peculiar changes taking place in the university's structure as it responds to inexorable social changes. Stresses the need for ideas to "percolate upward" as recommendations from individual scholars to be approved by administrators—not the opposite process of "directives to be obeyed."

Axelrod, Joseph. "The Professor as Artist at Teaching," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Spring 1973, pp. 17-28.
Reports that "new conceptions" of faculty roles exist. Offers suggestions for faculty who seek to improve their teaching and for the institution that wants to help them do so.

Baird, L.L. "Teaching Styles: An Exploratory Study of Dimensions and Effects." *Journal of Educational Psychology*, Fall 1973, pp. 15-21.
Report of a study of teaching styles in six dimensions: the didactic, generalist, and research approaches to subject matter, and the dimensions of student response, ambiguity, and warmth. Indices designed to measure the dimensions were developed and related to criteria in a sample of two-year colleges and students. The criteria include faculty ratings, students' sense of progress, satisfaction, and college achievements.

Barzun, Jacques. *Teacher in America*. New York: Doubleday, 1954.
A highly opinionated and intensely personalized commentary on teaching, based on the author's visits to numerous colleges in the early 1950s. Emotive, reflective of the Germanic view of the professor as master and molder, and yet paradoxically a forerunner of individualistic movements in teaching.

Beard, Ruth, and Bligh, Donald A. *Research into Teaching Methods in Higher Education*. London: Society for Research into Higher Education, 1971.
A summary of the findings of significant British research into learning processes and teaching methods. References cited.

Bernstein, Harvey R. *Manual for Teaching Assistants*. Ithaca, NY: Cornell University, Center for Improvement of Undergraduate Education, 1975.
Written primarily for graduate and undergraduate teaching assistants, the manual is especially useful for those who have limited or no teaching experience. Designed to provide easy access to practical suggestions (rather than theoretical discourse) for a wide range of educational problems.

Berquist, William H., and Phillips, Steven R. "Components of an Effective Faculty Development Program." *Journal of Higher Education*, March/April 1975, pp. 177-212.
The impact of change—organizational as well as personal—must be weighed significantly in any faculty development program.

———. *A Handbook for Faculty Development*. Washington, DC: Council for the Advancement of Small Colleges, 1975.
A comprehensive handbook for faculty development containing exercises for instructional development, evaluation, observation and diagnosis, classroom training, educational methods and technologies, organizational and personal development, and the design of faculty workshops for development of teaching skills.

Berte, Neal R., ed. "Individualizing Education by Learning Contracts," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Summer 1975.
Compressed statements about individualizing education for students through learning contracts, a concept that has gained increased prominence in recent years. Includes both the philosophical rationale and the practical realities of individualization by various approaches to contract learning.

Bess, James L. "New Life for Faculty and Their Institutions." *Journal of Higher Education*, May/June 1975, pp. 313-326.
Proposes the creation of formal organizational units oriented toward public service, evolving from the realization that recent financial stringencies in colleges and univer-

sities are generating pressure for more efficient use of available faculty resources.

Blau, Peter M. *The Organization of Academic Work*. New York: John Wiley and Sons, 1973.
Academic administrative environments and procedures as contexts for academic work, including teaching, learning, and innovation in instruction.

Bligh, Donald A. *What's the Use of Lectures?* London: Penguin Books, 1974.
A comprehensive study of experimental evidence showing that lecturing can be an effective teaching tool.

Bloom, B.S.; Hastings, J.T.; and Madaus, G.F. *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill, 1971.
Both formative and summative evaluations are discussed in their theoretical contexts with applications for classroom use. Deals with the evaluation of student learning instead of teaching.

Bloom, Michael, et al. "Patterns of Faculty Response to Growing Student Diversity," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Spring 1973, pp. 29-48.
Three profiles of faculty who react to changes in student interests and needs in different ways, primarily because of their own upbringing and their conceptions of themselves as teachers.

Bowen, Howard R. "The Products of Higher Education," *New Directions for Institutional Research*. San Francisco: Jossey-Bass, Spring 1974, pp. 1-22.
Discusses institutional accountability, identifying and measuring the services (instruction, research, public service) and outcomes of higher education.

Boyd, James E., and Schietinger, E.F. *Faculty Evaluation Procedures in Southern Colleges and Universities*. Atlanta, GA: Southern Regional Education Board, 1976.
Published as a result of a survey of faculty evaluation activities, this book describes the range of content and methods actually used by southern colleges.

Bruffee, Kenneth A. "Collaborative Learning: Some Practical Models." *College English*, Fall 1973, pp. 634-643.
Contends that classrooms are one of the few places where people do not organize themselves for collaborative activity. Although students everywhere form their own groups for collaborative study, student government, free university classes, social groups, film societies, political discussion groups, and activist organizations, teachers are not taking advantage of this common type of learning.

Bruner, Jerome S. *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press, 1966.
A contemporary classic that has had considerable impact on elementary and secondary education, and therefore on the preparation of college students. College faculty should be better informed on the educational preparation of their students—in substance and method.

Buchen, Irving H. "The Limits to Individuality: Past and Future Mass Models." *Intellect*, December 1974, pp. 184-189.
Shaping all future structures is the emergence of a new kind of individual. Implications for individualized instruction and academic development.

Buxton, Thomas H., and Prichard, Keith W., eds. *Excellence in University Teaching*. Columbia: University of South Carolina Press, 1975.
Essays by 25 instructors from diverse academic disciplines and institutions, each chosen because of distinguished classroom achievement. Part I: "Attitudinal and Methodological Perspectives." Part II: "Prognosis for the Future." Bibliography.

Canter, F., and Gallatin, J. "Lecture Versus Discussion as Related to Students' Personality Factors." *Improving College and University Teaching*, Spring 1974, pp. 111-112.
Reports a study of student preferences for lecture or discussion as related to personality factors of students. Significant differences seem to be related to the instructor rather than to students.

Carmichael, John H. "Instructional Development: Lessons Learned," *New Directions for Community Colleges*. San Francisco: Jossey-Bass, Spring 1975, pp. 1-10.
How to create an effective reward system for instructional development; also, practical advice on involving and organizing faculty in community colleges.

Carnegie Commission on Higher Education. *The Fourth Revolution: Instructional Technology in Higher Education—A Report and Recommendations*. New York: McGraw-Hill, 1972.
Reviews the types of instructional technology now being used widely. Suggests new directions, probes the impact on faculty and students, and questions the costs. The best prospects: cable TV, video cassettes, computer-assisted instruction, and audiovisual independent learning kits.

———. *Priorities for Action: Final Report of the Carnegie Commission on Higher Education*. New York: McGraw-Hill, 1973.
For general information, faculty should be aware of the studies and recommendations of the Carnegie Commission.

Center for Research on Learning and Teaching. *Memo to the Faculty*. Ann Arbor: University of Michigan, Center for Research on Learning and Teaching.
Leaflets on teaching theory and practice, each issue focusing on a particular theory or problem. Published periodically since 1963.

Centra, John A. "Effectiveness of Student Feedback in Modifying College Instruction." *Journal of Educational Psychology*, December 1973, pp. 395-401.
Reports an experimental study conducted at five colleges to investigate the extent to which teachers modify their instructional practices after receiving student feedback. Variables included teaching experience, sex, and self-ratings by the instructor, as well as course subject area. Changes resulted in teachers who had rated themselves more favorably than their students rated them.

———. "Colleagues as Raters of Classroom Instruction." *Journal of Higher Education*, May/June 1975, pp. 327-338.
Probes several aspects of teaching that colleagues are able to evaluate. Other methods of assessing teaching are also discussed.

———. *The Relationship Between Student and Alumni Ratings of Teachers*. Princeton, NJ: Educational Testing Service, 1973.

Presents evidence of substantial agreement between current students and alumni (of five years) regarding effective or ineffective teachers, suggesting that student ratings are fairly permanent and do, at least in part, reflect overall long-term perceptions of instruction.

———. *Strategies for Improving College Teaching*. ERIC Clearinghouse on Higher Education, Report No. 8. Washington, DC: American Association for Higher Education, 1972.
A terse review of research findings on teaching and learning. Discusses self-analysis, student evaluations, and institutional programs as ways to improve teaching. Also touched on is the impact of technology on teaching.

Chronister, J.L. "Instructional Accountability in Higher Education." *Educational Record*, Spring 1971, pp. 171-175.
Traditional education in which the student is primarily responsible for his or her learning is challenged by the concept of institutional accountability where the instructor is responsible for causing the student to learn. Focuses on the changes necessary in higher education to implement a systems approach to teaching/learning that is cognizant of this process.

Cohen, Arthur M. "Political Influences on Curriculum and Instruction," *New Directions for Community Colleges*. San Francisco: Jossey-Bass, Fall 1974, pp. 39-54.
How the increasing influences of state governments affect the translation of philosophical bases for curriculum development and instructional design into actual programs and instructional sequences, particularly at the community college level.

———, ed. "Toward a Professional Faculty," *New Directions for Community Colleges*. San Francisco: Jossey-Bass, Spring 1973.
Examines factors enhancing or retarding the "professionalization" of community college faculty collectively, including patterns of preparation and inservice training as well as administrative relationships.

Cohen, Harold L., and Filipczak, James. *A New Learning Environment*. San Francisco: Jossey-Bass, 1974.
Discusses programmed learning and teaching machines, spurred enthusiastically in a foreword by R. Buckminster Fuller and B.F. Skinner.

Committee on Undergraduate Teaching. *The Importance of Teaching: A Memorandum to the New College Teacher*. New Haven, CN: Hazen Foundation, 1968.
Addresses new college teachers about the variety of opportunities and the freedom of choices available concerning the functions of teaching, institutional arrangements that affect teaching, and strategies for achieving good teaching.

Costin, F., et al. "Student Ratings of College Teaching: Reliability, Validity and Usefulness." *Review of Educational Research*, December 1971.
A thorough review of studies using student ratings to assess college teaching. Discusses strengths and weaknesses of studies and conclusions reached by various experimenters.

Cross, K. Patricia. *Accent on Learning: Improving Instruction and Reshaping the Curriculum*. San Francisco: Jossey-Bass, 1976.
Shows how revolutionary methods of instruction and innovative programs for personal development can help all students to learn and grow, and how institutions can maintain high academic standards at the same time. Explains in precise, nontechnical language how a large amount of untapped research information can be effectively used to reform education. Presents a curricular model that demands high academic standards for all students.

Dean, Donald. *Preservice Preparation of College Biology Teachers*. Washington, DC: American Institute of Biological Sciences, Commission on Undergraduate Education in the Biological Sciences, November 1970.
Although this applies specifically to biology, it provides an excellent example for general improvement of teacher preparation in graduate schools with implications for in-service programs in colleges and universities.

de Wolf, Virginia A. *Student Ratings of Instruction in Postsecondary Institutions: A Comprehensive Annotated Bibliography of Research Reported Since 1968, Vol. I*. Seattle: University of Washington Bureau of Testing, 1974.
Two hundred abstracts of journal articles, dissertations, and papers read at conventions. Also institutional research reports. Presents method for categorizing the research. First volume in a series.

Diamond, Robert, et al. *Instructional Development for Individualized Learning in Higher Education*. Englewood Cliffs, NJ: Educational Technology Publications, 1975.
Defines and describes the process of individualization, including flexible time frames, diagnosis, remediation, content options, student evaluation in alternate forms and flexible times, choice of locations, and alternate forms of instruction. Annotated bibliography.

Dougherty, Edward A. "Should Faculty Be Considered Well-Educated Individuals?" *Liberal Education*, December 1974, pp. 521-530.
An overview of faculty evaluation and development programs.

Dowaliby, F.J., and Schumer, J. "Teacher-Centered Versus Student-Centered Mode of College Classroom Instruction as Related to Manifest Anxiety." *Journal of Educational Psychology*, April 1973, pp. 25-32.
Report of a study conducted at the University of Massachusetts. Results revealed a disordinal interaction such that while the teacher-centered mode optimized learning for highly anxious students, the student-centered approach resulted in superior exam performance for less anxious students.

Doyle, Walter, and Olszewski, Ronald W. "Colleague Interaction and Teacher Performance." *Education*, Spring 1975, pp. 276-279.
Focuses on task-related colleague interaction as a means of improving teacher performance.

Dressel, Paul L., and Thompson, Mary Magdala. *College Teaching: Improvement by Degrees*. Iowa City: American College Testing Program, 1974.
Primarily a review of alternative routes to college teacher preparation. Also analyzes conceptions of college teaching, relationships between knowledge and skills, and the reactions and concerns of graduate students preparing to be college teachers.

Dunkin, Michael J., and Biddle, Bruce J. *The Study of Teaching*. New York: Holt, Rinehart and Winston, 1974.
Elementary teaching is the focus of this large study that presents an analytical appraisal of research on teaching over several years. Undertaken to determine how much research on teaching had been done, this collaborative effort produces findings applicable to postsecondary teaching as well as an extensive, helpful list of references.

Eble, Kenneth E. *Career Development of the Effective College Teacher*. Washington, DC: American Association of University Professors, Project to Improve College Teaching, 1971.
Reviews programs that prepare graduate students for teaching, the orientation of beginning teachers, and mid-career development. Heavily stressed is the need for grants to help beginning teachers improve their teaching effectiveness, using the reward system to recognize good teaching.

———. *The Craft of Teaching*. San Francisco: Jossey-Bass, 1976.
A personal and humane approach to teaching with emphasis on acquiring the skills that go into mastering an "honest craft." Begins by examining attitudes of teachers toward teaching. Takes up various forms of classroom teaching, in addition to the menial tasks—testing, grading, reading papers, handling situations. Points out practices and attitudes that stand in the way of developing better college and university teachers.

———. *Professors as Teachers*. San Francisco: Jossey-Bass, 1972.
Final report of the Project to Improve College Teaching sponsored from 1969 to 1971 by the American Association of University Professors and the Association of American Colleges. An assimilation of the findings of several commissions and conferences as well as of the author's observations of many college classrooms. Describes teaching as conventional, predictable, and uniform. Recommends systematic yet informal inservice staff development programs, deliberate preparation of graduate students for teaching, recognition of excellent teaching through reward systems, and better learning environments.

———. *The Recognition and Evaluation of Teaching*. Washington, DC: American Association of University Professors, Project to Improve College Teaching, 1970.
Informative and extensive overview of research on teacher evaluation. Fine bibliography.

Eckert, Ruth E. "New Tasks for Teachers: The Changing Personnel," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Winter 1973, pp. 41-58.
Four "primary" functions of the teacher—as dreamer, designer, developer, and diagnostician—point to strategies for constructive change.

Eells, W.C. *College Teachers and College Teaching: An Annotated Bibliography*. Atlanta, GA: Southern Regional Education Board, 1957; First Supplement, 1959; Second Supplement, 1962; Third Supplement by M.L. Litton and W. H. Stickler, 1967.
The low priority given to teaching within higher education is indicated by the fact that this major and necessary bibliographical tool has not been continued past 1967. Still an invaluable aid.

Eraut, Michael. "Promoting Innovation in Teaching and Learning: Problems, Processes and Institutional Mechanisms." *Higher Education*, February 1975, pp. 13-26.
Examines constraints on innovation in teaching and learning, while observing certain ways innovations are "promoted." Considered are teaching climate, resource allocation, and consultancy support.

Ericksen, Stanford C. *Motivation for Learning*. Ann Arbor: University of Michigan Press, 1974.
Especially helpful guide for "the apprentice teacher." Stresses the student as individual and develops a theory of the learner. References.

Feldman, Kenneth A., and Newcomb, Theodore M. *The Impact of College on Students, Volume I: An Analysis of Four Decades of Research*. San Francisco: Jossey-Bass, 1960.
Presents and interprets findings from almost 1500 published and unpublished reports. To demonstrate, as many studies have, the differences between college graduates and those who did not attend college is one thing; to demonstrate, as this study does, that the college experience accounts for those differences is quite another. An important feature is the consideration not only of data on freshman/senior differences, but also of data on the sophomore and junior years.

Ford, Charles W. "Mirror, Mirror, on the Wall, Who Is the Best Teacher of Them All?" *Educational Technology*, March 1975, pp. 43-46.
Describes a program designed to teach the skills of teaching.

Francis, John Bruce. "How Do We Get There From Here?: Program Design for Faculty Development." *Journal of Higher Education*, November/December 1975, pp. 719-732.
Isolates key characteristics and developmental stages of a program for instructional improvement. "Consciousness raising," "focal awareness," and "subsidiary awareness" thread through the elements of a comprehensive program: speeches, conferences, workshops, materials, evaluations of instruction, policy, program and system changes.

———. "Relevance in Tertiary Instruction: A Psychological Interpretation." *Higher Education*, August 1973, pp. 325-341.
A student-centered argument, stressing that effective teaching must respond to the ways students learn—through new media and with meaningful content "appropriate to their developmental level." Defines relevance as the student's name for "goodness-of-fit" in his or her interaction with the teacher.

Freedman, Mervin. "Facilitating Faculty Development," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Spring 1973, pp. 105-112.
Discusses stimulating faculty self-awareness through interviews, thereby forming the basis for a program that develops them as academic leaders.

Freedman, Mervin, and Sanford, Nevitt. "The Faculty Member Yesterday and Today," *New Directions for Higher Ed-*

*ucation*. San Francisco: Jossey-Bass, Spring 1973, pp. 1-16.
Reviews problematic changes in faculty roles since 1965, demonstrating the need for better faculty development programs.

French-Lazovik, Grace. "Evaluation of College Teachers Following Feedback from Students." *Improving College and University Teaching*, Winter 1975, pp. 36-38.
On student and faculty (mis)conceptions and perspectives.

Gaff, Jerry G. *Toward Faculty Renewal: Advances in Faculty, Instructional, and Organizational Development*. San Francisco: Jossey-Bass, 1975.
Describes current approaches to instructional improvement. Shows how present conditions (such as "tenured-in" faculties, a tight job market, educational technology, nontraditional programs, and new students) lead to more emphasis on teaching and less on upgrading academic specialties. Describes workshops, seminars, and other programs that help faculty acquire knowledge, skills, sensitivities, new attitudes, and alternative teaching methods. Examines ways of organizing programs directed by administrators, faculty committees, and/or consultants. Gives future prospects.

Gaff, Jerry G., and Wilson, Robert C. "Faculty Values and Improving Teaching." In *New Teaching, New Learning*, edited by G. Kerry Smith. San Francisco: Jossey-Bass, 1971.
Reports national studies of faculty teaching values and reveals that many of the stereotyped conclusions do not prove valid. States that in 1969 faculty were concerned about teaching, faculty-student relationships, and educational changes, but that the concerns did not have a supportive environment in which to flourish.

Garrison, Roger H., ed. "Implementing Innovative Instruction," *New Directions for Community Colleges*. San Francisco: Jossey-Bass, Spring 1974.
A response to the "pressing need" for illustrations of effective instruction: how to teach better, how to enhance a student's learning, how to make instruction more efficient, and how to motivate students and engage them more fully in their own development. A sharing of approaches and methods in community colleges.

Geis, G.L. "Trick or Treatment." *Center for Learning and Development Newsletter*, December/January 1976. Montreal: McGill University.
Attempts to analyze the question: Which instructional technique is better? Shows when the question is useful and when it must be reformulated.

Gilley, J.W., and Tollefson, T.A. *Products and Productivity: A Perspective on Learning*. Durham, NC: National Laboratory for Higher Education, 1972.
Describes a systems approach to improving instruction in community colleges, including the training of faculty and the development of an evaluation design built into the system.

Goldschmid, Barbara. *Modular Instruction in Higher Education: A Review*. Montreal: McGill University, Center for Learning and Development, 1972. Reprinted in *Higher Education*, February 1973, pp. 15-32.
Reviews curricular packages for self-study. Outlines the idea and reveals certain positive practical results of the individualistic process.

Goldschmid, Barbara, and Goldschmid, Marcel L. *Individualizing Instruction in Higher Education: A Review*. Montreal: McGill University, Center for Learning and Development, 1972. Reprinted in *Higher Education*, February 1974, pp. 1-24.
Various approaches in programmed or modular instruction, computer-assisted instruction, audio-tutorials, contingency contracting, individualistic instruction. Many options are discussed and documented in an extensive bibliography.

Gordon, O., ed. *Profess or Perish*. Corvallis, OR: Oregon State University Press, 1968.
Raises basic questions about the reward system as related to the improvement of instruction.

Grabiner, Judith, ed. *Two Years of the Small College: An Experiment in Student Centered Education*. ERIC Clearinghouse on Higher Education, Document 104 292. Dominguez Hills, CA: California State College, 1975.
Alternate approaches (student-taught courses, peer tutoring, self-pacing, team teaching, interdisciplinary courses) as tested at Small College, the innovative unit of California State College. Accomplishments and their impact on traditional programs.

Greenaway, Harriet. *Training of University Teachers*. London: Society for Research into Higher Education, 1971.
British but universally beneficial, with guidelines for policy making in "training" teachers.

Group for Human Development in Higher Education. *Faculty Development in a Time of Retrenchment*. New Rochelle, NY: *Change* Magazine, 1974.
Strategies on how to begin revitalizing campus teaching, the difficulties and the prospects. Predicts that, despite the upheaval of the sixties, the seventies and eighties could become the "decades of resourcefulness."

Hahn, Robert O. *Creative Teachers: Who Wants Them?* New York: John Wiley and Sons, 1973.
A study of the creativity process in secondary school teaching, how it has been stultified and how it might be nurtured.

Hammond, P.E.; Meyer, J.E.; and Miller, D. "Teaching Versus Research: Sources of Misperceptions." *Journal of Higher Education*, December 1969, pp. 682-689.
Explores various structural features in academic communities that promote inaccurate perceptions of the central functions of teaching and research.

Harold, Brent. "Beyond Student-Centered Teaching." In *On Learning and Change*. New Rochelle, NY: *Change* Magazine, 1973.
Redesigning a class into a "purposeful collective" has significant intellectual outcomes and alleviates certain psychosocial problems peculiar to college students.

Harrison, Shelley A., and Stolurow, Lawrence M., eds. *Improving Instructional Productivity in Higher Education*. Englewood Cliffs, NJ: Educational Technology Publications, 1975.

Technology-based instructional systems are studied in the context of specific learning environments. Thirty recommendations evolved from a symposium jointly sponsored by the U.S. Office of Education and the National Institute of Education, with discussions centered on technological systems for "improving productivity in higher education." Incisively explored are three types of learning environments: grouped and bonded, individualized, and personalized open.

Hause, R.G. "Humane Teaching." *Improving College and University Teaching*, Spring 1975, pp. 69-70.
Gives some practical tips for making the teaching of any subject more humane.

Heiss, A. *Challenges to Graduate Schools*. San Francisco: Jossey-Bass, 1970.
A full-length study of a number of major graduate schools with particular emphasis on their programs of teacher preparation.

Heitzmann, William Ray, and Starpoli, Charles. "Teacher Characteristics and Successful Teaching." *Education*, Spring 1975, pp. 298-300.
Examines methodological procedures that yield "sufficient knowledge" about the characteristics of successful classroom teachers.

Henderson, Algo D., and Henderson, Jean Glidden. *Higher Education in America: Problems, Priorities and Prospects*. San Francisco: Jossey-Bass, 1974.
A broad survey of all forms of postsecondary education, with some emphasis on effective college teaching preparation and on productivity of teachers. Bibliography.

Henderson, Norman K. *University Teaching*. New York: Oxford University Press, 1969.
A generalized, introductory statement on the idea and functions of the university as ideally and pragmatically revealed in teaching "procedures."

Highet, Gilbert. *The Art of Teaching*. New York: Vintage Press, 1950.
A classic on college teaching, filled with assumptions that run counter to the current movement for faculty development programs. Widely quoted and quietly influential.

———. *The Immortal Profession: The Joys of Teaching and Learning*. New York: Weybright and Talley, 1976.
As with *The Art of Teaching*, the central concern here is: What should be the essential skills and character of a liberally educated teacher/scholar? Essay-chapters treat such subjects as how best to teach young PhDs how to teach, the professional and personal demands on those in academic life, and the need for renewal in the life of the mind and the spirit.

Hildebrand, Milton. "How to Recommend Promotion for a Mediocre Teacher Without Actually Lying." *Journal of Higher Education*, January 1972, pp. 44-62.
Identifies best and worst characteristics of teachers, using student evaluations as indicators. Early research done at the University of California at Davis. A preliminary to the monograph *Evaluating University Teaching*.

Hildebrand, Milton; Wilson, Robert C.; and Dienst, Evelyn R. *Evaluating University Teaching*. Berkeley: University of California, Center for Research and Development in Higher Education, 1971.
Defines and describes effective teaching, asserting that "the most important single requirement for the improvement of university teaching" is to incorporate "the evaluation of teaching into advancement procedures." The results of a three-year study at the University of California, Davis.

Hodgkinson, H.L. "Adult Development: Implications for Faculty and Administrators." *Educational Record*, Fall 1974, pp. 263-274.
Divides adulthood into several stages of development, describing the particular problems of each level and interpreting the emotional and mental state of teachers and administrators in terms of job pressures.

———. "Assessment and Reward Systems." In *New Teaching, New Learning*, edited by G. Kerry Smith. San Francisco: Jossey-Bass, 1971.
The pitfalls and values of classroom observation by professional colleagues.

Holcomb, J. David, and Garner, Arthur E. "Improving Team Teaching." *Improving College and University Teaching*, Summer 1974, p. 188.
Practical ways to improve team teaching including criteria and a checklist of appropriate curriculum questions to be answered before the team teaching takes place.

———. *Improving Teaching in Medical Schools: A Practical Handbook*. Springfield, IL: Charles C. Thomas, 1973.
Wide-ranging study of various teaching techniques and approaches used in medical education.

Hoos, Ida R. "The Costs of Efficiency: Implications of Educational Technology." *Journal of Higher Education*, March/April 1975, pp. 141-160.
Concludes that industry-style efficiency—evident in the steady progression from technological teaching aids to computer-aided instruction—may be detrimental, supplanting the notion of academic excellence with quantitative concepts such as productivity, performance, and accountability.

Hoover, Larry T. "Alternatives to the College Teaching Internship." *Liberal Education*, December 1974, pp. 552-558.
A program designed to acquaint aspiring college teachers with proven teaching techniques and also with trends in higher education.

Hurst, Joe B. "Competency-Based Modules and Inquiry Teaching." *Journal of Experimental Education*, Winter 1974, pp. 35-39.
New curricula based on inquiry lead to changes in the roles of learner and teacher, necessitating that teacher development programs effectively deal with the nature of knowledge, the process of conceptualization, and methods of inquiry.

Jacob, Philip E. *Changing Values in College: An Exploratory Study of the Impact of College Teaching*. New York: Harper and Row, 1957.
The pivotal study that prompted extensive research and assessment of the effects of education on student values. Examines changes in students' patterns of value during college and the extent to which these stem from exposure to various types of social science instruction.

Johnson, Henry C., Jr., et al. "The Assessment of Teaching in Higher Education: A Critical Retrospect and a Proposal. Part I: A Critical Retrospect." *Higher Education*, May 1975, pp. 173-200.
Reviews three approaches to teaching evaluation, placing each in the context of growing demands for accountability of colleges and universities. Discusses the role of faculty in achieving goals for which these institutions are held accountable.

Jones, A.D., and Ellis, H.P. "Anxiety About Lecturing." *Universities Quarterly*, Winter 1974, pp. 91-95.
Reports from a 1973 survey that lecturing was a greater source of anxiety to students than other teaching modes.

Jones, Jameson M. "The Art of Teaching." *Liberal Education*, December 1974, pp. 437-448.
Sensitively discusses the unity of the teaching-learning process in terms of perception, dialogue, and mutual responsibility.

Katz, Joseph. "A New Conception of Service: Principles and Strategies," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Fall 1973, pp. 127-146.
Opportunities for increased cooperation of faculty and student affairs staff, stressing new roles for faculty.

Kaysen, Carl, ed. *Content and Context: Essays on College Education*. New York: McGraw-Hill, 1973.
Recommendations for change and priorities, by subject matter, in the undergraduate curriculum. A report prepared for the Carnegie Commission on Higher Education.

Kelly, S.P. "Effective College Teaching Techniques." *Improving College and University Teaching*, Summer 1973, pp. 229-232.
Eight professors distinguished for their teaching lead a series of faculty discussions on teaching from the standpoints of classes taught, aims, techniques, testing, personal characteristics, and professional roles.

Kipps, Paul H. "The Use of Course Evaluation Scores to Influence Teaching and Research Activities." *Journal of Economic Education*, Spring 1975, pp. 93-98.
Analyzes the instructor's "optimizing" behavior patterns with respect to costs and benefits of course evaluations; presents a model.

Kneisel, Paul R. "Inventory Questionnaires Can Facilitate Individualization." *Improving College and University Teaching*, Summer 1974, pp. 175-176.
Insights into the evolving roles of the student in the instructional process are supposedly provided by data from student questionnaires over a period of time.

Kuethe, James L. *The Teaching-Learning Process*. Glenview, IL: Scott Foresman, 1968.
A useful book relating learning theory to teaching practices, with emphasis on meeting the requirements of individual learners.

Kulik, J.A., and McKeachie, W.J. "The Evaluation of Teachers in Higher Education." In *Review of Research in Education*, edited by F.N. Kerlinger. Itaska, IL: F.E. Peacock, 1975.
A discriminating analysis of recent research on the critical problem of teacher evaluation.

Laidlaw, Bruce, and Layard, Richard. "Traditional Versus Open University Teaching Methods: A Cost Comparison." *Higher Education*, November 1974, pp. 439-467.
A British study of the variable cost per student-course, which is lower in the Open University packages.

Lancaster, Otis Ewing. *Effective Teaching and Learning*. New York: Gordon and Breach, 1974.
Illustrates how college teachers can facilitate learning. Applicable to all subject areas.

Laudicina, Robert A. "Challenging Student Potential: A Team Learning Approach." *Improving College and University Teaching*, Summer 1974, pp. 177-178.
Asserts that team learning techniques bring diverse individuals into dynamic interaction, making students more self-directed while heightening their intellectual consciousness.

Lean, Arthur F. *And Merely Teach: Irreverent Essays on the Mythology of Education*. 2d ed. Carbondale: Southern Illinois University Press, 1976.
A controversial and adversely critical view of the teaching profession. Offers constructive suggestions in the form of practical solutions. Broad coverage of current issues affecting teaching.

Lee, Calvin B.T., ed. *Improving College Teaching*. Washington, DC: American Council on Education, 1967.
Papers from the 1966 annual meeting of the American Council on Education and articles from the 1966 issue of *Educational Record*, each containing profitable material for academic administrators having "indirect" yet "real responsibility" for teaching improvement.

Light, Donald, Jr. "Thinking About Faculty." *Daedalus*, Fall 1974, pp. 258-264.
Alternate teaching models do not always or necessarily rely on the integration of research and teaching. An uneasy, perhaps unrealistic alliance, pointing to the need for restructuring the academic professions, for accepting an alternate model of "the good undergraduate teacher."

Linsky, Arnold S., and Strauss, Murray A. "Student Evaluations, Research Productivity, and Eminence of College Faculty." *Journal of Higher Education*, January/February 1975, pp. 89-102.
A scholar's position within the social structure of the university influences how students rate individual teaching abilities, regardless of how well or how differently he or she teaches. Conflicting implications affect policy making.

Lovas, Charles M. "Introducing Faculty to New Teaching Methods." *Engineering Education*, February 1975, pp. 431-432.
Describes establishment of resource rooms for educators where new teaching methods are demonstrated.

Lucas, C.J. "Meaning and Myth in Teaching." *Improving College and University Teaching*, Summer 1971, pp. 188-189.
When students are overloaded with information, learning alienation and depersonalization result. The meaning half of the learning equation involves the twofold affective response: to the teacher and the material learned. But the perception of meaning is itself a function of cognitive activity. Seeing the relevancy to oneself of a learning task is an intellectual response of high order, posing great responsibility for the teacher.

Maas, J.B., and Kleiber, D.A. *Directory of Teaching Innovations in Psychology*. Washington, DC: American Psychological Association, 1976.
Describes improvements in the teaching of psychology. Contains one-page descriptions of over 300 successful activities. Cross indexed by type of innovation and academic content. Useful for all disciplines as a rich source of ideas on types of improvements possible.

Maas, J.B., et al. *Yellow Pages of Undergraduate Innovations*. New Rochelle, NY: *Change* Magazine, 1974.
Contains more than 3,000 entries of notable innovative programs in higher education. Cross indexed by type of innovation and academic subject. Contains bibliography of suggested readings on innovation.

Mackenzie, Norman; Eraut, Michael; and Jones, Hywel C. *Teaching and Learning: An Introduction to New Methods and Resources in Higher Education*. Paris: UNESCO and the International Association of Universities, 1970.
Indicates "ways in which institutions of higher education, afflicted by all the stresses of transition, can begin to reconsider their methods of teaching and learning, not to offer neat or immediate remedies." An international perspective, punctuated by U.S. research as well as by experience gleaned from many other countries.

Mager, Robert F. *Developing Attitudes Toward Learning*. Belmont, CA: Fearon, 1968.
By the educator chiefly responsible for emphasis on behavioral objectives, this book stresses the need for teachers to develop positive attitudes toward learning.

Mann, R.D., et al. *The College Classroom: Conflict, Change, and Learning*. New York: John Wiley and Sons, 1970.
An excellent in-depth analysis of the dynamics in the college classroom. It presents a useful typology of teachers and students and an integrated description of the task of a teacher.

Martorana, S.V., and Kuhns, Eileen. *Managing Academic Change: Interactive Forces and Leadership in Higher Education*. San Francisco: Jossey-Bass, 1975.
Examines a national trend in higher education "away from an emphasis on teaching and toward student learning." Notes that the correlation between teaching input and learning output is "far from perfect," thus leading to a focus on output: behavioral criteria, competency-based goals, and performance criteria.

Marty, Myron A. "Historical Research and the Community College Teacher: Refreshment on the Side Roads." *History Teacher*, February 1975, pp. 217-228.
Examines how "local" historical research has definite, identifiable, and positive effects on improving teaching quality in the two-year colleges.

Massey, T.B., ed. *Improving University Teaching*. Heidelberg, Germany: University of Maryland, University College-European Division, 1975.
Proceedings of the First International Conference on Improving University Teaching, held in Heidelberg in May 1975. Contains conference papers on assessing teaching effectiveness, improving teacher performance, and facilitating student learning.

Mathematical Association of America. *Suggestions on the Teaching of College Mathematics*. January 1972.
Precise help for faculty that translates well to other disciplines. Copies available through: MAA Special Projects Office, Department of Mathematics, California State University, Hayward, California, 94542.

Mathis, B. Claude, and Holbrook, Steven T. *Teaching: A Force for Change in Higher Education*. Evanston: Northwestern University, Center for the Teaching Professions, 1974.
Report of a conference dealing with teaching in higher education by identifying and examining some of the problems associated with its improvement.

Mathis, B. Claude, and McGaghie, William C., eds. *Profiles in College Teaching: Models at Northwestern*. Evanston: Northwestern University, Center for the Teaching Professions, 1972.
Written by 14 "selective" instructors at Northwestern University, these essays present diverse teaching styles, course designs, and models for improving teaching in a number of areas—medicine, engineering, education, communication, sociology, and psychology.

Mayhew, Lewis B., and Ford, Patrick J. *Reform in Graduate and Professional Education*. San Francisco: Jossey-Bass, 1974.
Provides guidelines for change in strengthening graduate and professional school faculties, with some emphasis upon preparing college teachers.

McDonald, Frederick J. "Teaching in the Knowledge Society." In *Alternative Futures in American Education*. Washington, DC: U.S. Congress, House Committee on Education and Labor, 1972.
Proposes "heuristic teaching" instead of traditional didactic teaching, as a means for developing inquiry skills necessary in our "knowledge-economy."

McKeachie, Wilbert J. *Research on College Teaching: A Review*. Washington, DC: ERIC Clearinghouse on Higher Education, Report 6, 1970.
Reviewing the research on teaching from 1924 to 1970, the author covers such basic questions as: Does class size affect teaching effectiveness? Is lecture as effective as discussion? Do the new media improve teaching effectiveness?

———. "Research on Teaching at the College and University Level." In *Handbook of Research on Teaching*, edited by N.L. Gage. Chicago: Rand McNally, 1963, pp. 1118-1172.
References and pertinent literature on teaching methods to 1963.

———. *Teaching Tips: A Guidebook for the Beginning College Teacher*. Lexington: D.C. Heath, 1951.
Offers numerous effective teaching methods and general advice on how to test the "productiveness" of particular methods. Widely quoted, an idealistic yet practical guidebook for a beginning college teacher. Preparing for a course, meeting a class for the first time, lecturing, organizing effective discussion, grading, the psychology of learning, student ratings of faculty—all are colorfully reviewed, tempered by personal experience.

McLeish, John. *The Lecture Method*. London: Cambridge Institute of Education, 1968.
An empirical analysis of the lecture method examining its effectiveness in terms of achievements and impact on students.

McMillan, James H. "The Impact of Instructional Improvement Agencies in Higher Education." *Journal of Higher Education*, January/February 1975, pp. 17-23.
Surveys "instructional improvement" agencies which ostensibly help faculty to improve their instruction through workshops, seminars, courses, individual consultations, newsletters, and other publications. Concludes that these agencies view their role as service-oriented and that each is passively involved in instructional improvement.

Meeth, L.R. "The Celebration of Effective Teaching." *Change* Magazine, February 1976, pp. 44-45.
Faculty concern with improved teaching effectiveness is described as the product of an institutional commitment to better instructional methods, the result of departmental anxiety over declining interest in the discipline, or, most frequently, manifest by numerous individual faculty working in semi-isolation.

———. "The Dangers of Teaching Too Well." *Change* Magazine, March 1976, pp. 2-3.
Discusses several ways effective teachers get moved out of teaching or ostracized by their peers.

———. *A Guide to the Evaluation of Faculty*. Atlanta, GA: United Board for College Development, 1972.
Fifteen areas of evaluation and related methodologies with assessment instruments.

———. "The Stateless Art of Teaching Evaluation." *Change* Magazine, July 1976, pp. 3-5.
Describes the "state of the art" of empirical evaluation of teaching and suggests that little is known, but what is known is too often not used to improve teaching.

Mehrens, W., and Leyman, I. *Standardized Tests in Education*. Chicago: Holt, Rinehart and Winston, 1969.
Discusses the use and misuse of standardized tests for measuring academic achievement. In addition, a number of more commonly used standardized tests are listed and evaluated in terms of their theoretical base and practicality.

Metzger, Walter P. "The American Academic Profession in 'Hard Times.'" *Daedalus*, Winter 1975, pp. 25-44.
Examines academic productivity and the academic environment as affected by rapid growth and current cutbacks.

Meuwese, W. "Teaching Methods and the Training of Managers." *Higher Education*, August 1973, pp. 377-384.
Analyzed are various models of the teaching-learning process, with adverse criticism aimed at "conventional college teaching methods which have not been based on a systematic application of what is known about the learning process." Emphasized is the systems approach to course design.

Millar, J.J. "Two Aspects of the Teaching-Learning Process." *Improving College and University Teaching*, Spring 1974, pp. 117-119.
Any course in which no real attempt is made to relate the material to meanings understood by the student will provide little stimulation for knowledge gains, increased competency in learning skills, or effective changes. The student will instead flounder in a sea of apparently meaningless words and phrases.

Miller, Richard I. *Developing Programs for Faculty Evaluation: A Sourcebook for Higher Education*. San Francisco: Jossey-Bass, 1974.
A resource in the development and maintenance of faculty evaluation systems. Includes new ideas and strategies, an extensive annotated bibliography, and a section on evaluating administrative performance.

Milton, Ohmer. *Alternatives to the Traditional: How Professors Teach and How Students Learn*. San Francisco: Jossey-Bass, 1972.
Traditional instructional practices demand reappraisal, yet a strange emotional aura keeps faculty, students, and the public from looking clearly at learning and teaching. The author provides a practical, factual basis for making decisions: research evidence about how college students learn.

Milton, Ohmer, and Edgerly, John. *The Testing and Grading of Students*. New Rochelle, NY: *Change* Magazine, 1976.
Explores common grading policies and practices. Covers the areas of measurement vs. evaluation, the construction of test questions, the pros and cons of different methods of testing, matching test questions to course objectives, and letter grading and student feedback.

Milton, Ohmer, and Shoben, Edward Joseph, Jr., eds. *Learning and the Professors*. Athens, OH: Ohio University Press, 1968.
Instructional issues defined and "resolved" by such notables as John W. Gardner ("The Flight From Teaching"), Paul L. Dressel, Ruth E. Eckert, and Laurence Siegal.

Morris, William H., ed. *Effective College Teaching: The Quest for Relevance*. Washington, DC: American Council on Education, 1970.
Discipline-oriented study of college teaching, probing the psychology of learning, teaching methods, and organizational patterns affecting the teaching profession. Contributors include Stanford C. Ericksen, Lewis B. Mayhew, and Harold Hodgkinson.

Munson, Paul J., et al. *So You Want to Try Faculty Development?* Richmond, VA: Commonwealth University, 1975.
Cites strategies to facilitate faculty growth, as evaluated institutionally at the end of a 20-month faculty development program at a large urban university. Presents guidelines for initiating, implementing, and evaluating such programs which extend the faculty role to include curricular planning and academic advising—each intimately tied to teaching improvement.

Murphy, Cullen. "Peer Teaching at Hofstra." *Change* Magazine, May 1975, pp. 22-24.
Describes success of a peer-teaching program where students are paid participants in class discussions and are responsible for advising and tutoring outside the classroom.

Musella, Donald F. "A Model for Improving College Teaching." *Improving College and University Teaching*, Summer 1971, pp. 198-200.
Presents guidelines for faculty-sponsored preservice and inservice programs with emphasis on self-evaluation and self-improvement.

Nolan, J. Dennis. "Are Lectures Necessary?" *Improving College and University Teaching*, Fall 1974, pp. 253-256.

Questions the appropriateness of the lecture mode in undergraduate teaching under most conditions.

Noonan, John F. "Faculty Development Through Experimentation and Interinstitutional Cooperation," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Spring 1973, pp. 93-104.
Using professors actually involved in innovative teaching as the nucleus of a good faculty development program, reinforced and amplified by "counterparts" at nearby institutions.

O Banion Terry. *Teachers for Tomorrow*. Tucson: University of Arizona Press, 1974.
A faculty development handbook for inservice training of community college faculty. Identifies the need for staff development and covers the basic information about a community college that a new teacher ought to know.

O Bruba, William S. "Developing Informal College Classroom Procedures." *College Student Journal*, November/December 1974, pp. 38-39.
Informal teaching procedures must supplant formal structures, and be able to be implemented quickly.

Ognibene, Richard. "The Art of Teaching: A Critical Reexamination." *Improving College and University Teaching*, Summer 1975, pp. 190-192.
Asserts that Gilbert Highet's classic *The Art of Teaching* is of little value to contemporary college instructors.

Ostrander, K.H. "Unstructured Classes Are Not All Joy." *Improving College and University Teaching*, Summer 1973, pp. 292-293.
Develops the idea that unstructured classes permit student creativity and self-growth but involve psychological complexities that require the instructor to exercise restraint and caution. Also focuses on students' inability to accept freedom and responsibility in education because they have not been taught the prerequisites.

Page, Colin Flood. *Student Evaluation of Teaching: The American Experience*. London: Society for Research into Higher Education, 1974.
Presents the arguments for and against student evaluation of teaching, but emerges with strong recommendations for the use of student rating forms. Bibliography. Appendix on student evaluation outside North America.

Pattison, William D., and Fink, Leslie Dee. *Preparing Others to Profess: A Trial Year*. Washington, DC: Association of American Geographers, 1974.
Explores ways of incorporating teaching preparation into programs for doctoral students; proposes a "workable" national system, based on the experience of five university geography departments.

Pelton, Leroy H., et al. "The Economics of Teaching." *Change* Magazine, March 1975, p. 45.
An economic assessment of the "mandates" and "missions" of the State University of New York to develop during the last decade the finest graduate programs—at the expense of quality undergraduate teaching.

Perry, Raymond P., et al. "Effect of Prior Teaching Evaluations and Lecture Presentations on Ratings of Teaching Performance." *Journal of Educational Psychology*, December 1974, pp. 851-856.
Cites an experiment in which negative and positive evaluations of a lecturer were given to students beforehand; immediately after the lecture, students completed a teaching evaluation.

Phillips, Steven R. "The Many Faces of Faculty Development." *College Management*, November/December 1974, p. 14.
Describes a faculty development program as an attempt to improve performance and effectiveness in a variety of teaching situations.

Pirsig, Robert M. *Zen and the Art of Motorcycle Maintenance*. New York: William Morrow, 1974.
About aspirations and conditions for effective education. The theme is the search for "quality." Teachers and students should read it together.

Pohlmann, John T. "A Multivariate Analysis of Selected Class Characteristics and Student Ratings of Instruction." *Multivariate Behavioral Research*, January 1975, pp. 81-91.
On instructional improvement questionnaires.

Postlethwait, S.N., and Mercer, F. *Study Guide: Minicourses—What are They?* West Lafayette, IN: Purdue University Research Foundation, 1972.
A brief history of the minicourse concept is presented and the nature of a minicourse is discussed. Various ways in which minicourses can be used are explained as well as the flexibility and individualization provided by this educational approach. Guidelines are suggested for the development of self-instructional programs in the audio-tutorial format.

Postlethwait, S.N.; Novak, J.; and Murray, H.T. *The Audio-Tutorial Approach to Learning*. Minneapolis: Burgess, 1972.
Presents administrative techniques and procedures that allow slow and average students to absorb the course material through as many senses as possible while freeing the rapid learner, the well-grounded student, and the good reader to proceed as quickly and in as much depth as desired.

Purdy, Leslie. *Faculty in an Innovative Community College*. Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California, 1974.
Examines factors that influence acceptance or rejection of instructional innovations by community college faculty indicating that faculty tend to adopt or reject innovations in groups rather than individually.

Ralph, Norbert. "Stages of Faculty Development," *New Directions for Higher Education*. San Francisco: Jossey-Bass, Spring 1973, pp. 61-68.
Redefines faculty development, accentuating the complexity of the professor's personality and thinking as well as his ability to help students develop themselves.

Ralph, Norbert, and Freedman, Mervin. "Innovative Colleges: Challenge to Faculty Development," *New Direc-*

*tions for Higher Education*. San Francisco: Jossey-Bass, Spring 1973, pp. 69-82.
Adapting to the insecurity of an innovative college or program prepares a faculty member for the turbulence of modern times.

Raskin, Nathaniel J. "Learning Through Human Encounters." *Improving College and University Teaching*, Spring 1975, pp. 71-74.
Clarifies and amplifies 10 "human encounter principles," focusing on undergraduate teaching.

Rector, Margaret, and Rector, Douglas. *The Gift is Given: Self-Guided Practices of the Skills of Teaching Interaction*. Dunkirk, NY: Easttown Press, 1974.
Designed to help teachers sharpen their classroom skills, this handbook was tested in an intensive summer workshop for experienced teachers at Fredonia State University College.

Richardson, Richard C., Jr. "Staff Development: A Conceptual Framework." *Journal of Higher Education*, May/June 1975, pp. 303-312.
Suggests a six-stage paradigm as one conceptual framework within which a college may identify and act upon its staff development needs—stressing that administrators must first understand staff development as an integral part of the total process of organizational development.

Riggs, R.O. "Enhancing Undergraduate Education." *Improving College and University Teaching*, Summer 1975, pp. 162-163.
Proposes development could occur through two avenues: (1) the upgrading of existing programs and learning opportunities; or (2) the introduction of significant innovations that would enrich and enhance the formal academic program and develop the undergraduate campus into an exciting and stimulating learning environment.

Rogers, Carl R. *Freedom to Learn*. Columbus, OH: Charles E. Merrill, 1969.
Views teaching as a "vastly over-rated function" that overshadows "the facilitation of learning"; a primer on student-centered learning.

———. "Questions I Would Ask Myself If I Were A Teacher." *Education*, Winter 1974, pp. 134-139.
A thoughtful essay on how to humanize education. Among the questions explored: Can I let myself inside the inner world of a growing, learning person? Can I risk an open, expressive relationship with my students? Can I help the student develop his feeling life as well as his cognitive life?

Romine, S. "Student and Faculty Perceptions of an Effective University Instructional Climate." *Journal of Educational Research*, December 1974, pp. 139-143.
Statistical analysis yielded 40 significant attributes of an effective instructional climate. Greater significance was attached to instructors and their teaching role than to students and their learning role. Some practical uses of the results are also discussed.

Rowland, Ray. "Can Teaching Be Measured Objectively?" *Improving College and University Teaching*, Spring 1970, pp. 153-157.
Because of the nature of college teaching, its measurement can never be entirely accurate and objective, but with effort and cooperation from all involved, measurement can be made less haphazard and subjective.

Runkel, Philip; Harrison, Roger; and Runkel, Margaret, eds. *The Changing College Classroom*. San Francisco: Jossey-Bass, 1969.
A collection of articles describing actual changes in teaching strategies in a number of different disciplines and contexts.

Ruskin, R. *The Personalized System of Instruction: An Educational Alternative*. ERIC Higher Education Research Report No. 5. Washington, DC: American Association for Higher Education, 1974.
Provides a history of PSI, its basic conceptual ingredients, a typical PSI classroom, and research on its effectiveness compared to traditional forms of instruction.

Scheffler, Israel. *Reason and Teaching*. New York: Bobbs-Merrill, 1973.
On philosophy and education. States that "critical thought is of the first importance in the conception and organization of educational activities."

Schmerler, John F. "Undergraduate Discussion Leaders for a Large Lecture Class." *Improving College and University Teaching*, Fall 1974, pp. 257-258.
Findings indicate that "trained" undergraduate discussion leaders in small groups are preferable to lectures given by professors to large groups.

Schwebel, Andrew I., et al. "An Experientially Based Problem Solving Teaching Approach." *Improving College and University Teaching*, Summer 1974, pp. 165-169.
Developing problem solving skills, attitudes, and behaviors such as autonomy and independent thinking in a clinical psychology course.

Seldin, Peter. *How Colleges Evaluate Professors: Current Policies and Practices in Evaluating Classroom Teaching Performance in Liberal Arts Colleges*. New York: Blythe Pennington, 1975.
A survey of academic deans on procedures for evaluating effective teaching. References cited.

Sheehan, T.J. "Individual and Instruction." *Improving College and University Teaching*, Fall 1972, pp. 276-277.
Develops the idea that it is imperative for educators to spend more time reflecting on imaginative ways to allow a wide range of individually initiated inquiries. Research projects, special papers, literature reviews, and participation in departmental seminars have been exciting precedents, but more are needed.

Sheffield, Edward F. "Approaches (Mostly Elsewhere) to the Improvement of Teaching in Higher Education." *Improving College and University Teaching*, Winter 1973, pp. 5-9.
On programs outside North America.

———, ed. *Teaching in the Universities: No One Way*. Montreal: McGill-Queens University Press, 1974.
Identifies good teaching as actually experienced. A fine overview of Canadian university teaching that illuminates certain flaws: that professors have faulty conceptions of what teaching is, should be, or could be; and that professors may deceive themselves about what happens to their students. Extensive annotated bibliography.

Sherman, Barbara R., and Blackburn, Robert T. "Personal Characteristics and Teaching Effectiveness of College Faculty." *Journal of Educational Psychology*, February 1975, pp. 124-131.
Findings of a study at a liberal arts college indicate that improvement of teacher effectiveness depends more on "personality" changes than on varied classroom procedures.

Shields, James J., Jr. "Education for Freedom and Change: A Teaching Journal." *Journal of Higher Education*, January/February 1975, pp. 75-88.
One perspective on integrating personal and social consciousness (and action) on the university level; a brief teaching guide.

Skinner, B.F. *The Technology of Teaching*. New York: Appleton-Century-Crofts, 1968.
A first-hand acquaintance with what Skinner is up to.

Smith, G. Kerry, ed. *New Teaching, New Learning: Current Issues in Higher Education 1971*. San Francisco: Jossey-Bass, 1971.
A volume of essays dealing with the teaching-learning process in higher education, focusing on ways to achieve new structures and patterns of interaction in the classroom. The section on the professor as employee is now dated, but the section on reinterpreting higher education is just now coming to the forefront of educational thinking.

Stiles, Lindley J., ed. *Theories for Teaching*. New York: Dodd, Mead, 1974.
Attempts to fill in some of the gaps left by a lack of refined knowledge about the roles, goals, designs, and strategies of instruction. A collection of essays by scholars in various disciplines emphasizing the theories that underlie their teaching.

Stivala, Saverio R. "Morale Bureaucracy: Horns of the Professional Development Dilemma." *American Vocational Journal*, April 1975, pp. 28-29.
According to teachers, individualization, self-assessment, and self-involvement are sorely needed in professional development programs.

Swanson, Ronald G. "The Teacher as Leader." *College Student Journal*, November/December 1974, pp. 40-45.
Assuming that teaching style is similar to leadership style, this article proposes a teacher evaluation system based on leadership dimensions and criteria.

Taylor, Harold. *The World as Teacher*. Carbondale: Southern Illinois University Press, 1974.
Radical yet practical, this book probes the need for developing teachers who think globally. Proposes that the formal preparation of teachers be reshaped, fundamentally changed, and attuned to the implications of world society.

Thielens, Wagner, Jr. "Teacher-Student Interaction, Higher Education: Student Viewpoint." In *Encyclopedia of Education*. New York: Macmillan, 1971.
Summarizes research mostly conducted in the 1960s about student understanding and perceptions of faculty in higher education. Stresses the importance of classroom style.

Thompson, Ralph. "Legitimate Lecturing." *Improving College and University Teaching*, Summer 1974, pp. 163-164.
Views lecturing as "necessary" for inspiration, for demonstration of models, and for clarification.

Thornton, J.W., and Brown, J.W. *The New Media and College Teaching*. Washington, DC: National Education Association, 1968.
Describes new educational technologies and presents case histories depicting use in higher education.

Toombs, William. "A Three-Dimensional View of Faculty Development." *Journal of Higher Education*, November/December 1975, pp. 701-717.
Clarifies the "faculty development concept" by proposing three fundamental dimensions to the faculty role: professional, curricular (including improvement of instruction and designs for learning), and institutional.

Topper, Michael A. "A Working Model for Inservice Training." *Two-Year College Mathematics Journal*, December 1974, pp. 16-18.
Defines overall objectives of six NSF-sponsored workshops for mathematics instructors at two-year colleges in Illinois.

Trent, J.W., and Cohen, A.M. "Research on Teaching in Higher Education." In *Second Handbook of Research on Teaching*, edited by R.M.W. Travers. Chicago: Rand McNally, 1973.
Considers the literature of the 1960s pertinent to teaching/learning under five main headings: teaching environments; student characteristics and the learning process; teaching technology and methods; teaching recruitment, training, and resources; and the evaluation of teaching.

Turner, R.L. "Good Teaching and Its Contexts." *Phi Delta Kappan*, November 1970, pp. 155-158.
Good college teaching is contextual or situational, depending on both the characteristics or behavior of the instructor and on the personalities and intellectual characteristics of the students. The author discusses characteristics of the most preferred instructors according to type of student and the relationships between instructor characteristics and achievement.

Voegel, George H., ed. "Using Instructional Technology," *New Directions for Community Colleges*. San Francisco: Jossey-Bass, Spring 1975.
Designed to explain as well as stimulate new questions regarding the instructional process and technology. A "humanistic application." References cited.

Wakefield, William M., and Crowl, Thomas K. "Personality Characteristics of Special Educators." *Journal of Experimental Education*, Winter 1974, pp. 86-89.
Formulates a "stable" or consistent image of the special educator (the ideal teacher of exceptional children) within the framework of personality theory.

Walker, C.N. "Accountability in the Seventies." *Improving College and University Teaching*, Summer 1975, pp. 158-159.
Deals with one aspect of accountability, that of faculty for their teaching. Stresses the importance of articulation at the individual as well as the institutional level. Learning is

so personalized as to require this approach in addition to the broader modifications of institutional scope.

Walker, T.T., and Vaughan, M.S. "More Effective College Teaching." *Improving College and University Teaching*, Summer 1970, pp. 193-195.
Three agencies can help college teachers improve their teaching: the graduate schools, the institutions where the teachers are employed, and the teachers themselves. Suggests ways of meeting this responsibility.

Webb, D. "Toward a Principle of Freedom in Education." *Liberal Education*, October 1973, pp. 357-364.
Presents an argument for the free classroom in which learning is a part of life, not a supposed preparation for some future activity. Everyone involved in a learning situation is both a learner and a teacher.

Wexley, K.N., and Thornton, C.L. "Effect of Verbal Feedback of Test Results Upon Learning." *Journal of Educational Research*, November 1972, pp. 119-121.
Presents the learning effects of providing verbal feedback of quiz results. Students did significantly better on those items on which they had originally received feedback. Learning gains were found to be unrelated to students' age, grade point average, number of hours employed, and number of college credits accumulated. Concludes with theoretical and practical implications.

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